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ABSTRACT

The guidelines established here are specifically for the preparation of teachers of English to speakers of other languages. The article does not present a set curriculum or recommend a series of course titles. After a brief discussion of the preparation of the American school teacher, the guidelines deal specifically with the English as a second language (ESL) teacher, listing objectives in American schools, personal qualities, attitudes, skills, experience, and knowledge. The minimal objectives of an ESL teacher-education program are given along with the features of such a program. There is a rating chart for judging the qualifications of ESL teachers in the areas of applied linguistics, culture and civilization, and professional knowledge. The chart also considers the language skill qualifications of ESL teachers who are non-native speakers of English. (VM)

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STATEMENT OF QUALIFICATIONS AND GUIDELINES FOR PREPARATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN THE UNITED STATES[1]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Foreword

Albert Marckwardt, Princeton University

Teaching English as a second language has been an educational activity in this country for more than three hundred years. Only in the last twenty-five has it become a profession, making systematic application of a collected body of knowledge combined with learning theory. Its importance has been heightened by the critical role of the English language in the nation's educational process and by the unfortunate circumstance that ethnic and racial minorities have not always been well served by classroom practices designed for native speakers of English.

The teacher of English as a second language has a difficult task. He must set the goals of achievement for his pupils higher than those of his colleagues in the modern foreign languages, yet he must adopt certain of their practices. For those whom he teaches, a working command of English is an educational essential, but this command must be acquired through methods which differ from those customarily employed by the teacher of English to native speakers of the language. In essence, this constitutes the case for a special pattern of preparation for teachers of English as a second language.

We recognize that because of the great variation in educational institutions which prepare, or should prepare, such teachers, it is scarcely to the point to work out a set curriculum or to recommend a series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest, especially at a time when education throughout the country must be diversified in a way which will recognize the existence of multilingual and multicultural behavior and when the English language must be viewed

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[1]These guidelines are designed primarily to apply to teachers of English to speakers of other languages in the United States of America, to assist appropriate state agencies and officials in the certification of such teachers, and to establish uniform standards of preparation which will assist administrators at all educational levels in devising programs for teacher education in English as a second language. With slight modification, they may be applied to teachers of English as a second language abroad--i.e., in other English-speaking countries such as Canada, Great Britain, Australia, and New Zealand, as well as countries in which English is not the dominant language. (JEA)

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as a means of enabling the individual to participate in ever-widening social groups.

Accordingly, we have set forth the principles which follow in the form of general guidelines which emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents entitled Guidelines for the Preparation of Teachers of English and Guidelines for Teacher Education in Modern Foreign Languages, and like them, represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, representing a broad range of experience and points of view.

Despite the fact that these guidelines are intended to be applicable to teachers at any level, one cardinal principle has been rigidly observed throughout, namely that the teacher of English as a second language should have the same general academic preparation as teachers of other subjects at comparable levels. Thus, it is assumed that an elementary school teacher with English-as-a-second-language responsibilities should have a solid preparation in the language arts. The English major should constitute the core of the training of the teacher in the secondary school. Those who engage in teaching English as a second language to adults must have a broad background in liberal arts.

Although there are these elements in their preparation which teachers of English as a second language share with others, the uniqueness of their educational responsibility must not be overlooked, nor should we forget that the guidelines set forth here are designed to prepare teachers for this particular task. They are not guidelines for teachers of English in general. Nor are they designed for teachers of Standard English as a second dialect or for teachers in bilingual schools,[2] although clearly they would have many elements in common with the preparation of such teachers. In their present form they represent the best effort of which the authors were capable, to develop the outlines of a program both humanely and scientifically oriented toward the achievement of a highly specific but nevertheless a socially critical educational goal.

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[2]A separate set of guidelines will probably have to be developed for "bilingual education" or even separate sets for different definitions of that term. William F. Mackey's "A Typology of Bilingual Education" (prepared for a Research Conference on Bilingual Education under the auspices of the Bureau of Research of the U.S. Office of Education, June 1969, and subsequently published in toto in Theodore Andersson and Mildred Boyer's Bilingual Schooling in the United States, Southwest Educational Development Laboratory, Austin, Texas, January 1970) presents about 250 possible combinations of bilingual education, "ranging from the unilingual education of bilingual children in unilingual communities to the bilingual education of unilingual children in bilingual communities." (JEA)

GUIDELINES FOR TEACHER EDUCATION PROGRAMS IN ENGLISH AS A SECOND LANGUAGE[3]

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows presupposes completion of the baccalaureate degree and is therefore concerned primarily with academic specialisation and professional education. It is intended: (1) to define the role of the English-as-a-second-language teacher, i.e., his objectives and his personal qualities, (2) to state the minimal competence which should be provided by a training program, and (3) to characterize such a program.

B. Objectives of the English-as-a-Second-Language Teacher in American Schools

The teacher of English as a second language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).

2. Present the language as an essential element of the culture of English-speaking people and show how that culture is similar to and different from that of another cultural system related, if possible, to the population with which he is to work.

3. Present American and English literature in such a way as to bring the students to understand it and to appreciate its values.

4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.

5. Correlate his teaching with that in other areas.

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[3]Based upon Guidelines for Teacher Education Programs in Modern Foreign Languages, published in Modern Language Journal, Oct. 1966; and English Teacher Preparation Study: Guidelines for the Preparation of Teachers of English, printed in the English Journal, Sept. 1967, Elementary English, Oct. 1967, and College English, Oct. 1967.

6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Personal Qualities, Attitudes, Skills, Experience, and Knowledge of the English-as-a-Second-Language Teacher in American Schools

To achieve these objectives, the teacher of English as a second language in American schools is expected to:

1. Have personal qualities which contribute to his success as a classroom teacher, insure understanding and respect for his students and their cultural setting, and make him a perceptive and involved member of his community.

2. Demonstrate proficiency in spoken and written English at a level commensurate with his role as a language model. His command of the language should combine qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.

3. Understand the nature of language; the fact of language varieties--social, regional, and functional; the structure and development of the English language systems and the culture of English-speaking people.

4. Have had the experience of learning another language and acquiring a knowledge of its structure, and have a conscious awareness of another cultural system related, if possible, to the population with which he is to work.

5. Have insight into the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels.

6. Have an understanding of the principles of language pedagogy and the demonstrated ability to apply these principles as needed to various classroom situations and materials.

7. Have a comprehension of the principles, knowledge of the techniques, and the ability to interpret the results of second-language assessment.

8. Have a sophisticated awareness and perception of the factors which contribute to the life styles of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.

D. Minimal Objectives for a Teacher Education Program in English as a Second Language [4]

The program to prepare a beginning English-as-a-second-language teacher must provide him with the opportunity to develop:

1. An understanding of the differences between the sound systems, forms, structures, and lexicon of English and of at least one other language, and ability to apply this understanding to English-as-a-second-language teaching.

2. An awareness of language as an essential element of culture and an understanding of the principal ways in which the culture of English-speaking people differs from another cultural system related, if possible, to the population with which he is to work. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of English-speaking people as compared with those of at least one other culture.

3. Knowledge of the present-day objectives of English-as-a-second-language teaching, appropriate to various educational levels and situations, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques and educational media, and of the relation of English-as-a-second-language study to other areas of the curriculum. Familiarity with and ability to evaluate the professional literature of English-as-a-second-language teaching.

E. Features of a Teacher Education Program in English as a Second Language

An institution that seeks approval of its English-as-a-second-language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competencies named above. The program is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

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[4]Based on the "good" level of the "Qualifications for Teachers of English as a Second Language." See chart below, pp. 8-9.

2. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the areas of competence outlined in Section D above, the institution offers, or provides by special arrangement, instruction in:

a. The major works of the literature of English-speaking people. This instruction is largely or entirely in English.

b. Other aspects of the culture and civilization of English-speaking peoples. The instruction includes the study of the geography, history, and contemporary civilization.

c. Language analysis, including a study of the phonology, morphology, syntax, and lexicon of English, and comparison of these elements with those of at least one other language.

d. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization, including the place of English as a second language in the curriculum.

e. Methods of teaching English as a second language. A study of approaches to, methods of, and techniques to be used in teaching English as a second language. There is instruction in the use of the language laboratory and other educational media.

3. The institution provides an opportunity for systematic, supervised observation of a variety of English-as-a-second-language teaching situations in colleges and universities or elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

4. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be an English-as-a-second-language teacher.

5. The institution has a staff whose combined competences are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced English-as-a-second-language teachers and are themselves proficient at least at the level of "Good" in the areas of competence outlined in "D" above. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

6. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching English as a second

language in colleges and universities and in elementary and secondary schools.

7. In order to accommodate applicants who are nonnative speakers of English:

a. The institution evaluates the previous language experience of all applicants to the English-as-a-second-language teacher education program through the use of modern, professionally approved proficiency tests.[5]

b. In the case of those applicants whose English proficiency is not sufficient to meet the criteria in "C.2" above, the institution offers, or provides by special arrangement, instruction in the four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of written language through books, newspapers, magazines, documents, etc.

8. A candidate's achievement in the areas of competence outlined in "D" above is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

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[5]Examples of such professionally approved tests are the Test of English as a Foreign Language (TOEFL), Educational Testing Service, College Entrance Examination Board, and the Michigan Proficiency Test, English Language Institute, The University of Michigan.

QUALIFICATIONS FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE[6]

Competence	Minimal	Good	Superior
Applied Linguistics	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, structures, and lexicon of English and at least one other language.	The "minimal" level of competency with additional knowledge of the development and present characteristics of English as compared with at least one other language.	The "good" level of competency with additional knowledge of generative-transformational, descriptive, comparative, and historical linguistics.
Culture and Civilization	An awareness of language as an essential element of culture and an understanding of the principal ways in which the culture of English-speaking people differs from other cultures.	The "minimal" level of competency with firsthand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of English-speaking people, as compared with those of at least one other culture.	An enlightened understanding of English-speaking people and their culture, such as is achieved through personal contact, through travel and residency in English-speaking countries, through study of systematic descriptions of the culture of English-speaking people and through study of literature and the arts.
Professional Preparation	Knowledge of the present-day objectives of the teaching of English as a second language and an understanding of the methods and techniques for attaining these objectives.	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of ESL teaching to other areas of the curriculum. Ability to evaluate the professional literature of ESL teaching.	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.

[6] Based on "Qualifications for Secondary School Teachers of Modern Foreign Languages," Appendix B, as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA (Publications of the Modern Language Association of America) Vol. LXXVII, No. 4, Part 2 (Sept. 1962), pp. 31-37.

And, in the case of teachers who are nonnative speakers of English:

Competence	Minimal	Good	Superior
Listening Comprehension	Ability to get the sense of what an educated native speaker of English says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.	Ability to understand English conversation of normal tempo, lectures, and news broadcasts.	Ability to follow closely and with ease all types of standard English speech such as rapid or group conversation and mechanically transmitted speech.
Speaking	Ability to read aloud and to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common English expressions needed for getting around in English-speaking countries, speaking with a pronunciation understandable to a native.	Ability to talk with a native speaker of English without making glaring mistakes, and with a command of English vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.	Ability to speak fluently, approximating native English speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.
Reading	Ability to grasp directly (i.e. without translating) the meaning of simple, nontechnical, English prose, except for an occasional word.	Ability to read with immediate comprehension English prose and verse of average difficulty and mature content.	Ability to read almost as easily as in one's native language, material of considerable difficulty.
Writing	Ability to write correctly in English sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.	Ability to write correctly in English a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of English.